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ABSTRACT

The Utah social studies curriculum for grades K-12 is divided into three levels: K-6, 7-8, and 9-12. For K-6, mastery of core concepts is required; for grades 7-8, 1.5 units of United States History and Utah studies are required; and for grades 9-12, three units of world cultural geography, ancient world civilizations, European history, United States Studies, or American history are required. Core options include American government and law, economics, modern world civilizations, psychology, sociology, and world cultural geography II. Additional courses on consumer skills, American democratic governance, and introductory citizenship principles and practices are also included where mandated by local school boards. For grades K-6, standards and objectives are listed for each grade. For grades 7-12, each course is described separately, along with its standards and objectives. (IS)

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"Core Curriculum for Social Studies Education K-12"

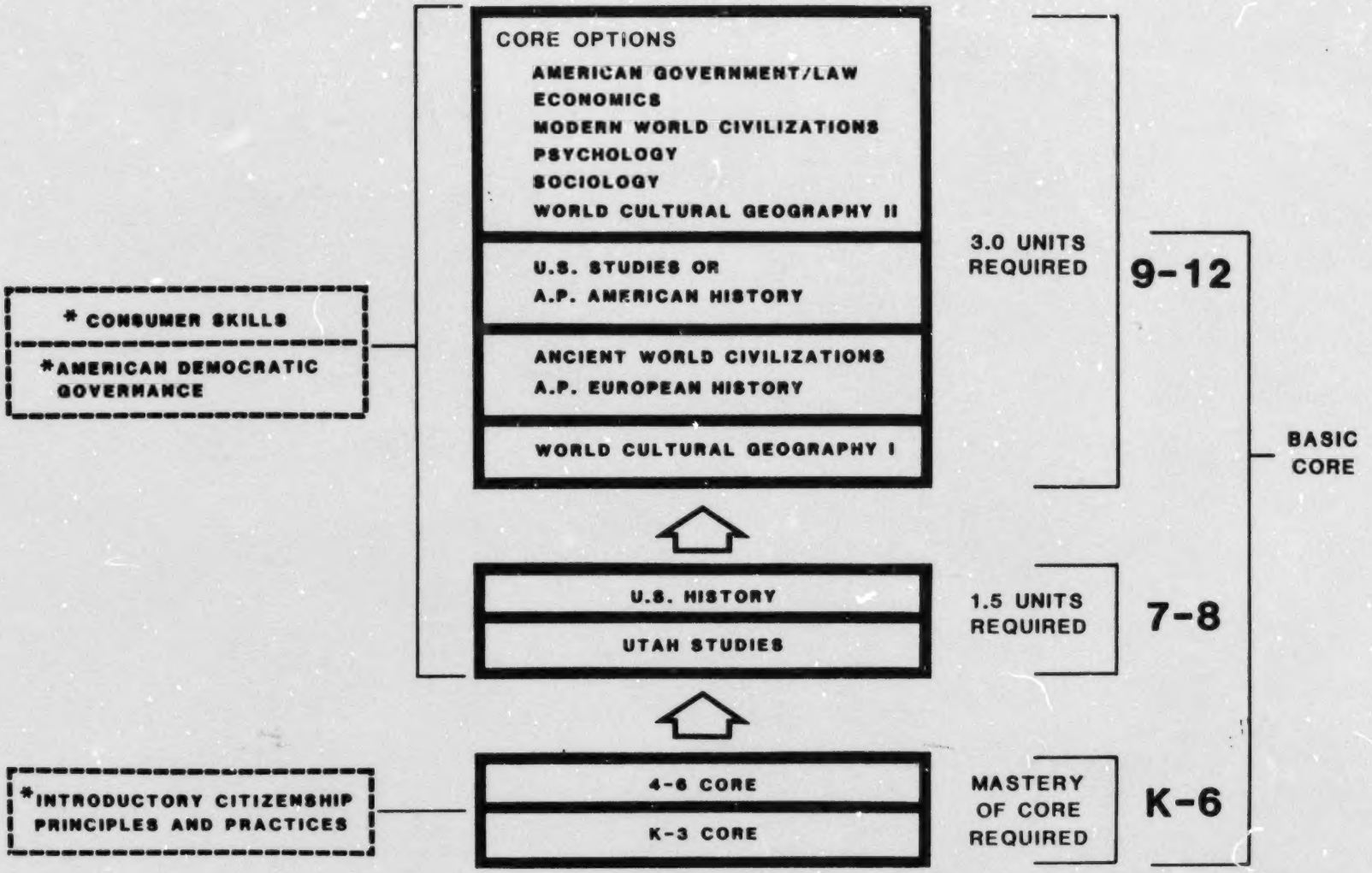
1985

Utah State Office of Education
Office of Curriculum and Instruction
Salt Lake City, Utah

In: Core Curriculum (K-12) Standards, Section D, p. 1-67, 1985.

SO 016 304

RECOMMENDED
SOCIAL STUDIES COURSE CHART FIELD TRIAL



*These concepts as required by board policy are integrated into the Charted Core Curriculum

D-i

CORE CURRICULUM FOR SOCIAL STUDIES EDUCATION

K-3

COURSE DESCRIPTION

The students will be introduced to the study of self and self's relationship to each individual's family, school, neighborhood, and community; basic citizenship behaviors, the interdependence of individuals and groups in different cultures and environments, the world of work, the use and care of natural resources, community governments and local history will be emphasized. In addition, the students will begin a study of the earth, its size, shape, land masses, oceans, climates, directions, and its relation to the universe. All social studies experiences will develop listening, speaking, reading, writing, and citizenship skills.

LEVEL K

STANDARD 1	The students will understand that individuals live in groups and their life-styles are influenced by customs and traditions.

OBJECTIVE

1. Identify different kinds of groups (family, school, neighborhood) to which they belong.
2. Discuss ways that people are alike and ways they are different.
3. Identify values, traditions, and customs that are learned from families.
4. Identify why special events are sometimes celebrated through various national holidays.
5. Compare ways that various cultures celebrate holidays.

STANDARD 2	The students will understand basic geographic concepts and map symbols.

OBJECTIVES

1. Identify the globe as a model of the earth.

2. Identify the major characteristics of the seasons: summer, fall, winter, and spring.

3. Identify map symbols used in the neighborhood and school.

STANDARD 3	The students will understand responsible citizenship and why rules are necessary to protect the individual.

OBJECTIVES

1. Participate in making classroom rules with other class members.

2. Identify why rules are important.

3. Identify what authority is and why it is important.

4. Identify basic individual rights and responsibilities.

5. Share materials, respect other people's property, and show courtesy.

STANDARD 4	The students will understand that individuals have unlimited wants but limited resources.

OBJECTIVES

1. Identify items that are scarce.

2. Identify resources that are used to make the things we need or want.

3. Identify the purpose of money as something which is used to purchase things.

4. Identify the value of work as a way to achieve personal satisfaction and to earn money.

STANDARD 5	The students will demonstrate the ability to use a variety of thinking skills in completing social studies activities.

OBJECTIVES

1. Participate in group discussions.
2. Participate in group role playing experiences.
3. Examine a variety of ideas.
4. Follow simple directions.

LEVEL 1

STANDARD 1	The students will understand that the family, school, and neighborhood provide basic needs and learning experiences.

OBJECTIVES

1. Identify examples of how individuals learn from the family, school, and neighborhood.
2. Show ways in which families provide the basic needs of love, food, shelter, clothing, companionship, and protection to their members.
3. Compare similarities and differences among families, schools, and neighborhoods.
4. Show that every individual has dignity and worth and is unique.

STANDARD 2	The students will understand that where people live influences how they live.

OBJECTIVES

1. Identify the geographic features, climatic conditions, and natural resources of the local area.
2. Demonstrate how geographic features, climatic conditions, and natural resources influence how they live.
3. Name natural and man-made changes in their environment, i.e., lakes, volcanoes, reservoirs, highways.

STANDARD 3	The students will understand basic geographic concepts.

OBJECTIVES

1. Identify map symbols which represent real things.

2. Identify the meaning of symbols on picture maps.

3. Identify the directions of north and south in relation to the North and South Poles.

4. Name the days of the week in order, special dates on the calendar, and certain physical characteristics of months and seasons.

5. Construct a simple map of the classroom.

STANDARD 4	The students will understand basic consumer needs and related occupations.

OBJECTIVES

1. Understand that when individuals make choices, they must give up something (opportunity cost).

2. Categorize products into "goods" or "services."

3. Name various careers students might prefer.

4. Identify skills needed for familiar jobs.

5. Understand that some needs may not be satisfied.

STANDARD 5	The students will understand that individuals need rules to govern group behavior.

OBJECTIVES

1. Make classroom rules with other class members.

2. Identify the reasons for authority and rules.

3. Show how rules promote fair treatment of all people.

4. Explain how orderly classrooms depend upon cooperation.

5. Participate in patriotic activities.

6. Identify acts of honesty, morality, courtesy, and good citizenship in classmates, teachers, and other adults.

STANDARD 6	The students will practice a variety of listening, speaking, writing, and reading skills in completing social studies activities.

OBJECTIVES

1. Identify a logical sequence for tasks.
2. Categorize items of information that are similar from those that are different.
3. Predict one simple conclusion to a story or situation.
4. Recall facts from a story or a report.
5. Describe two possible solutions to a problem in the family, school, or neighborhood.
6. Participate in group activities and demonstrate respect for basic values of all people.

LEVEL 2

STANDARD 1	The students will show how individuals are products of their culture and how individual talents and traits are developed.

OBJECTIVES

1. Identify cultural traits and values that are acquired as opposed to inherited.
2. Show ways in which individuals learn behavior and values from groups in the community.
3. Identify talents of self and others and discuss how they can be developed.
4. Show ways in which the talents of others have influenced the community.
5. Identify aspirations for using their own talents.

STANDARD 2	The students will understand basic geographic concepts.

OBJECTIVES

1. Identify oceans and continents on a map and a globe.
2. Compare the size of the United States with Utah on a map and a globe.
3. Compare differences of an area's size and shape as shown on a flat map with the way they are illustrated on a globe.
4. Find the directions of north, south, east, and west on a map.
5. Describe how the equator divides the earth into the northern hemisphere and the southern hemisphere.
6. Show the direction of sunrise and sunset.
7. Identify important sites of the community on an area map.
8. Describe how geographic features vary in different communities.

STANDARD 3	The students will understand that because change is constant, life in any community differs m the past.

OBJECTIVES

1. Identify community events of the past, present, and future.
2. Identify important local historical sites.
3. Tell about the history of their local community.
4. Describe different factors that influence change.
5. Describe the contributions of various cultures that have influenced life in the community.

STANDARD 4	The students will understand that in a work-oriented society, individuals perform tasks to provide goods and services for themselves and others.

OBJECTIVES

1. Identify the ways producers and consumers determine what to produce, how to produce, and for whom to produce (supply and demand).
2. List jobs of people in the community who produce goods and/or services.
3. Identify some of the skills needed for community jobs that provide goods and services.

STANDARD 5	The students will understand that groups establish rules and procedures for enforcement.

OBJECTIVES

1. Name people who help in establishing order and developing values within the community.

2. Compare the differences between power and authority.

3. Identify how acceptance of individual responsibility increases the degree of fairness and freedom in the community, school environment, and classroom.

4. Participate in patriotic activities and understand their meaning.

STANDARD 6	The students will practice a variety of listening, speaking, writing, and reading skills in completing social studies activities.

OBJECTIVES

1. Identify ways to resolve conflict when opinions differ.

2. Participate in group writings, charts, diaries, and letters.

3. Discuss alternative solutions to classroom problems.

4. Locate and use social studies materials in the classroom library and/or media center.

5. Use a variety of resources to study their community.

6. Recall facts from a story or a report in sequence.

7. Demonstrate that through group participation one develops citizenship values.

LEVEL 3

STANDARD 1	The students will understand cultural diversity.

OBJECTIVES

1. Discuss different cultures in their community and contributions made from each culture.
2. Identify the past and present contributions of women and minorities to their community.

STANDARD 2	The students will understand that people use natural resources to meet their basic needs and these resources must be protected and conserved.

OBJECTIVES

1. Identify different environments in which groups live throughout the world.
2. Illustrate ways groups use natural resources in the environment to meet their basic needs.
3. Describe how groups modify the environment to use and increase the supply of resources.
4. Identify reasons for the location of a city.

STANDARD 3	The students will understand geographic concepts.

OBJECTIVES

1. Locate land and water types by their shapes such as islands, bays, isthmuses, lakes, and peninsulas.

2. Locate the eastern and western hemispheres, the prime meridian, and the 180th meridian.

3. Using a simple grid, show how a grid system works and identify local places on a map.

4. Use scales and legends on maps.

5. Use symbols for landscape features on a simple map.

6. Identify the differences between people-drawn boundaries and natural boundaries (those which follow natural features such as mountains or rivers).

7. Distinguish between towns, cities, states, countries, and continents using maps.

8. Using north as a reference, identify on a map, globe, or with a compass the directional terms--left, right, north, south, east, and west.

9. Locate places as being north or south of the equator on a map or globe.

STANDARD 4	The students will understand the interplay of economics in their daily lives.

OBJECTIVES

1. Explain reasons for spending and saving money.

2. Identify the relationship between demand and supply and its effect on the price of a product.

3. Identify the value to individuals and society when people specialize in different occupations (productivity and interdependence).

4. Identify changes in the types and demand for jobs in your area in the past, present, and future.

6. Identify the role of profits as being the primary reason for production.

7. Identify how inventions influence change in society.

STANDARD 5	The students will understand that the purpose of government is to protect and serve the needs of citizens.

OBJECTIVES

1. Explain the need for government in a society.
2. List ways that government resolves conflicts.
3. Compare ways that groups or societies determine how they will be governed.
4. Discuss responsibilities that individuals have in making a community a better place to live.
5. Discuss their responsibility in making and following class rules.
6. Identify how laws are established, and how they relate to individuals, families, and communities.
7. Identify the purpose of patriotic holidays and how citizens participate (Veteran's Day, Law Day, Independence Day, etc.).
8. Explain how participating in and contributing to government develops good citizenship behavior.
9. Identify good acts of honesty, morality, and good citizenship they have observed in their classmates, teachers, and other adults.

STANDARD 6	The students will practice a variety of listening, speaking, writing, and reading skills in completing social studies activities.

OBJECTIVES

1. Participate in a variety of activities such as creating stories that promote thinking and problem solving skills.
2. Develop a model for making an effective solution to common problems.
3. Arrange major historical events in sequential order.

4. Locate and use source/reference materials in the classroom, library and/or media center, community library and other community resources.

5. Write an original answer to a current issue/problem.

LEVELS 4 - 6

COURSE DESCRIPTION

The students will be introduced to a study of people and their ability to use past experiences to improve their way of life on a state, national, and international level. Emphasis at these levels will be to expand listening, speaking, reading, writing, and citizenship skills to a higher level of proficiency. Historical, geographical, political, and economic concepts will comprise the core.

LEVEL 4

STANDARD 1	The students will explain how the historical and cultural development of Utah is different from that of other states.

OBJECTIVES

1. Discuss the cultural contributions made to Utah's history by the following groups of people:

   a. American Indians
   b. Explorers
   c. Traders and trappers
   d. Mormons and other religious groups
   e. Others

2. List and compare different cultural traditions and values of people in Utah and around the world.

3. Analyze the contributions of various women and ethnic groups to Utah's cultural and historical development.

STANDARD 2	The students will explain how the geographical features of places within Utah, and other areas of the world, vary and contribute to their distinctiveness.

OBJECTIVES

1. Describe the land areas of Utah (Basin and Range Province, Colorado Plateau, and Rocky Mountains) and the physical features

of the desert, mountains, lakes, and rivers and compare them to other regions of the world.

2. Describe the industries in Utah (transportation, communication, mining, manufacturing, construction, agriculture, technology and governmental industry) and compare them to other industries throughout the world.

3. Locate on a map of Utah its major scenic attractions.

4. Use parallels and meridians, latitude, and longitude to determine direction and location.

5. Use various maps, such as the Utah highway map and atlas maps, to locate scenic attractions, countries, and major physical features.

6. Use a highway map legend to determine mileage between two points.

7. Use two different types of maps to identify topography, climate, and land use.

8. Identify different types of boundary lines such as county, state, national, and international.

STANDARD 3	The students will explain why economic systems provide for the production and distribution of goods and services.

OBJECTIVES

1. Define the free enterprise system as one in which individuals in their varying capacities as consumers, producers, workers, savers, and investors register their freely made decisions.

2. Identify the role that profit and loss play in making production decisions.

3. Explain how the interaction of supply and demand determines the price of a product.

STANDARD 4	The students will explain how the government operates in Utah and compare it to other forms of government around the world.

OBJECTIVES

1. Discuss how laws are made in the state of Utah.
2. Explain why citizens have responsibilities to uphold the laws of the state.
3. Examine other forms of government throughout the world.
4. Contrast governments which have different forms of control and which are reflective of their values.
5. List the duties of various elected state and local officials.
6. Explain the similarities between the constitutions of Utah and the United States.

STANDARD 5	The students will utilize a variety of speaking, listening, writing, reading, and citizenship skills in completing social studies activities.

OBJECTIVES

1. Use researching, interviewing, and charting techniques to demonstrate mastery of concepts learned.
2. Formulate a plan to solve a problem and determine appropriate actions.
3. Use indexes, glossaries, and newspapers to find additional information about a social studies topic.
4. Verbalize the rights and responsibilities of good citizens of the state of Utah.

LEVEL 5

STANDARD 1	The students will analyze how the historical past of the Western Hemisphere influences the present.

OBJECTIVES

1. Outline the major historical events, people, wars, and documents that played a significant role in United States history from 1492 to the present.

2. Analyze the effects that the United States Constitution and Declaration of Independence have on the lives of students.

3. Describe the historical background and cultural contributions of the peoples of:

   a. Canada.
   b. Central America.
   c. South America.

4. Identify the interdependence of the various cultures of the Western Hemisphere.

STANDARD 2	Explain that the geographical features of places within the Western Hemisphere vary and contribute to their distinctiveness.

OBJECTIVES

1. Compare the following regions of the United States with similar regions in the Western Hemisphere: forest, desert, farming, ocean, manufacturing, trading, and political.

2. Describe the advantages and disadvantages of the geographical location, natural features, and natural resources of Mexico, Central America, the West Indies, South America, and North America.

3. Identify on maps, the major land forms, physical regions, major rivers, and mountain chains of the Western Hemisphere.

4. Describe elevation by distinguishing colors on a relief map.

5. Use maps to explain the geographic setting of historical and current events.

STANDARD 3	The students will explain how patterns of buying and selling relate to economic choices and ultimately to available resources.

OBJECTIVES

1. Analyze how changes in the cost or availability of resources can change the supply and market price of a product.
2. Explain how changes in incomes and people's tastes can influence the demand and market price of a product.
3. Evaluate how competition among producers tends to increase the quality of products and lower the prices to consumers.
4. Explain that consumers have rights and responsibilities in the market place.
5. Show how individual skills can be utilized in many occupations.

STANDARD 4	The students will analyze the basic functions of government and citizenship at the national and international levels.

OBJECTIVES

1. Explain the scope and limits of freedom in a democratic society.
2. Describe how our representative form of government gives authority to elected and appointed leaders to make decisions and how the citizen can be involved in this process.
3. Identify major values in the Declaration of Independence, Constitution, and Bill of Rights.
4. Discuss the function of our court system.
5. Show how peer group approval affects the individual's behavior and self-esteem.

STANDARD 5	The students will utilize a variety of speaking, listening, writing, reading, and citizenship skills in completing social studies activities.

OBJECTIVES

1. Write a conclusion about an historical event in order to formulate an idea for present and future events.

2. Read and analyze simple charts or graphs used in social studies.

3. Create individually, or in a group, one or more of the following: newspapers, posters, poetry, bumper stickers, interviews, surveys, bulletin boards, stories, letter writing, diaries, dialogues, or songs.

4. Interpret news items from a variety of sources.

5. Evaluate with other class members' right and wrong actions, according to universal standards, as being morally acceptable or unacceptable.

LEVEL 6

STANDARD 1	The students will analyze how the historical past of the Eastern Hemisphere influences the present.

OBJECTIVES

1. Identify the ancient "cradles of civilization."

2. Evaluate the contributions to our modern culture by one or more of the following ancient cultures: Egyptian, Greek, or Roman.

3. Compare cultures from different parts of the Eastern Hemisphere in terms of each of the following components:

   a. Political
   b. The arts
   c. Economical
   d. Social
   e. Nutritional
   f. Ethical

5. Analyze how cultures within societies of the Eastern Hemisphere have had conflicts which resulted in change.

STANDARD 2	The students will explain that every society has roles, norms, values, and sanctions to guide the behavior of individuals and groups within society.

OBJECTIVES

1. Identify the roles, norms, values, and sanctions of several countries in the Eastern Hemisphere and compare and contrast them with those of the United States.

2. Analyze the necessity of honesty in the home, business, school, church, and government.

STANDARD 3	The students will explain that the geographic features of places within the Eastern Hemisphere vary and contribute to their distinctiveness.

OBJECTIVES

1. Locate the continents and oceans of the world.

2. Locate the countries of Western Europe, the Soviet Union, Eastern Europe, Asia, Africa, the Far East, and the Middle East.

3. Describe the natural features and natural resources of: Western Europe, the Soviet Union, Eastern Europe, Asia, Africa, the Far East, and the Middle East.

4. Locate the major cities in the Eastern Hemisphere on a map.

STANDARD 4	The students will analyze some of the economic costs and benefits of an interdependent world.

OBJECTIVES

1. Describe the characteristics of the planned, traditional, and market economy models.

2. Identify one or more economic trends which are worldwide and which are likely to impact on future occupational choices and living styles.

3. Evaluate the economic characteristics of socialism, communism, and free enterprise.

STANDARD 5	The students will analyze how governments make decisions and settle conflicts.

OBJECTIVES

1. Describe the various ways leaders are elected, appointed, or designated in several Eastern Hemisphere countries.

2. Discuss ways that particular groups use political systems to represent and promote their interests.

3. Model appropriate democratic principles and practices to students in the school.

4. Apply the concept of cultural diversity to two areas of the world.

STANDARD 6	The students will utilize a variety of speaking, listening, writing, reading, and citizenship skills in completing social studies activities.

OBJECTIVES

1. Distinguish between personal opinions, values, and factual information.
2. Explain why individual decisions may or may not be accepted by others.
3. List possible outcomes and alternative solutions to a given problem.
4. Read two opposing viewpoints on one topic and identify similarities and differences.
5. Rephrase information taken from reference materials.
6. Identify and use a variety of resource materials to complete a research project.
7. Cite common historical or cultural themes developed in classic pieces of literature.

LEVELS 7 - 8

COURSE TITLE	UNITS OF CREDIT	PREREQUISITES
Utah Studies	.5	None

COURSE DESCRIPTION

The students will be introduced to a study of the significant events, people, diverse cultures, and issues that have influenced the development of Utah. The course will focus on historical, social, political, economic, and geographical factors with attention to the development of higher level thinking skills.

STANDARD 1	The students will explain that the history of Utah represents its cultural heritage and that the various people and cultures of all historical periods have made contributions to Utah.

OBJECTIVES

1. List the contributions of the major Indian groups to Utah's development.
2. List the contributions of the early Spanish explorers to Utah (Escalante, Dominguez, Cardenas, and Rivera).
3. Analyze contributions made to Utah's history by the mountain men (Jedediah Smith, Peter S. Ogden, Etienne Provost, William Ashley, Jim Bridger, Joseph R. Walker, James Beckworth, and Antoine Robidoux).
4. List the purposes and contributions made by government explorers such as Fremont, Gunnison, Stansbury, Powell, and Beckwirth.
5. Explain contributions of religious, ethnic, and cultural groups to the development of the state.
6. Demonstrate an awareness of the contributions of the military, industry, and mining to the development of the state.
7. Evaluate our cultural heritage through examining architecture, journals, manuscripts, photography, the arts, and folklore of Utah.
8. Describe the contributions of women to Utah's development.

STANDARD 2	The students will identify the major geographic features of Utah.

OBJECTIVES

1. Locate on the map, the three physiographic provinces of Utah (Colorado Plateau, Rocky Mountains, and Great Basin).
2. Locate on a map of Utah the following major rivers: Colorado, Green, Bear, San Juan, Virgin, Sevier, Provo, Weber, and Jordan.
3. Locate on a map of Utah the following major mountain ranges: Wasatch, Uintah, and Oquirrh.
4. Locate on a map of Utah the following major bodies of water: Great Salt Lake, Utah Lake, Bear Lake, Lake Powell, Flaming Gorge, Sevier Lake, and the Strawberry Reservoir.
5. Label rainfall, resources, population, and vegetation on a map of Utah.

STANDARD 3	The students will discuss the similarities and differences of Utah's government to other states and to the federal government.

OBJECTIVES

1. Describe the development, structure, and services of local government in Utah.
2. Describe the structure and function of Utah's state government to include the executive, legislative, and judicial branches.
3. Compare the structure of the federal government with those of state and local governments in Utah.
4. Demonstrate how a citizen can effectively participate in government at the state and federal levels.
5. Identify the major elements of the Utah Constitution and explain how it functions.
6. Identify problems and formulate possible solutions relating to issues which exist in Utah, i.e., urban and rural development, water and energy resources, the effects of technology and social issues.

STANDARD 4	The students will evaluate how economic decisions, whether by individuals or groups, can affect the total economy of Utah.

OBJECTIVES

1. Evaluate the effects of Utah's geography, politics, and technology on economic decisions.
2. Describe the effect of one economic decision on another, i.e., urban growth, conservation, nuclear storage, environmental protection.

STANDARD 5	The students will demonstrate the ability to think critically, through speaking, listening, writing, and reading.

OBJECTIVES

1. Use analogies in speech and writing.
2. Distinguish between relevant and irrelevant information in determining solutions to problems.
3. Predict outcomes and analyze causal factors.
4. Make logical conclusions through speaking and writing.
5. Construct a timeline.
6. Demonstrate note-taking skills.
7. Use primary sources, i.e., oral history, manuscripts, on-site investigations, journals, and newspapers in studying state and local history.
8. Examine their own values and compare them to the predominant values of their cultural environment.

COURSE TITLE	UNITS OF CREDIT	PREREQUISITES
United States History	1.0	None

COURSE DESCRIPTION

The students will be introduced to a study of U.S. history from colonization to and including the present. The course will focus on the "Epic of America," the development of the United States as a strong and free nation. The primary emphasis at this level should be the social history and economic development of the country. The course will include a unit of study on the process and structure of democratic governance including the Constitution. The student's responsibility to the law will be emphasized.

STANDARD 1	The students will evaluate how the American heritage reflects diverse cultures.

OBJECTIVES

1. Describe contributions made by the American Indians prior to the exploration period.
2. Analyze the various cultures prevalent in the United States.
3. Identify the major contributions of religious and ethnic groups to the development of the country.
4. Analyze the changing role of women in United States history.

STANDARD 2	The students will evaluate why the events and acts in American history reflect the development of the beliefs and attitudes of the people of the United States.

OBJECTIVES

1. Analyze the major historical social, economic, and political factors responsible for European exploration of North America.
2. Analyze the discoveries and contributions made by European explorers to the New World.
3. Compare the social, economic and political motivations influencing American colonization to 20th century immigration.

4. Relate the origin of American ideals, the concepts of liberty, and freedom to present day applications.

5. Explain how the constitution is the basis for today's legal system.

6. Evaluate the causes and outcomes of various wars involving the United States.

7. Evaluate how westward expansion brought both progress and problems for the United States.

8. Describe the social, political, and economic differences between the North and the South before the Civil War.

9. Explain how laws and the interpretation of constitutional rights have evolved in response to the Civil Rights movement.

10. Analyze the industrial and technological development in the United States and discuss their effects on transportation, communication, business, and labor.

11. Describe the impact on American life that various historical figures have made.

12. Describe how the United States has changed since World War II.

13. Trace the relationships of the United States with other leading world powers.

STANDARD 3	The students will identify the major geographic features of the United States.

OBJECTIVES

1. Locate the great plains, major rivers and bodies of water, and mountain ranges in the United States.

2. Identify the 50 states and their capitals on a map.

3. Locate the bordering countries, oceans, and natural resources of the United States.

STANDARD 4	The students will evaluate how economic decisions and experiences of the people of historical America influenced the development of the nation.

OBJECTIVES

1. Define economic terms (i.e., scarcity, opportunity cost, demand, supply, market price, etc.) and cite examples from United States history.

2. Evaluate how various government regulations of the economy have affected business operations, personal liberty, the political structure, and the free enterprise system.

3. Evaluate the characteristics and benefits of the American economic system.

4. Describe why economic conditions have fluctuated in the history of the United States.

STANDARD 5	The students will evaluate why our democratic government was established to provide for the general welfare of its citizens.

OBJECTIVES

1. Evaluate the principles expressed in the Declaration of Independence, i.e., equality, natural rights, and responsibility of government.

2. Identify the major elements of the United States Constitution (e.g., Preamble, articles, and amendments) and apply them to current issues.

3. Explain how our legal system has been greatly affected by the rights and restraints of the Bill of Rights.

4. Identify the purpose and role of government in a constitutional republic.

5. Discuss the basic constitutional principles in Amendments 11 through 26.

STANDARD 6	The students will demonstrate the ability to utilize critical thinking and decision making skills in completing social studies activities.

OBJECTIVES

1. Identify their own personal values and compare them to basic American values.
2. State or write possible solutions to an issue/problem.
3. Critically examine information from various sources (media center, notes, television, radio, interviews, etc.).
4. Apply law-related and citizenship education concepts to events that occurred in United States history.
5. Analyze graphs, charts, tables, diagrams, time lines, and cartoons.

LEVELS 9 - 12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
World Cultural Geography, Part I	.5*	None

COURSE DESCRIPTION

The course will focus on a study of the interrelationships between our physical and cultural worlds. The course will explore how geography influences human behavior from the local to the international level. Cultural, economic, and political geography will be emphasized. Representative groups from various parts of the world will be examined. Selected geographical skills will be taught.

* Districts must require .5 unit of credit for World Cultural Geography. An additional .5 unit of credit in World Cultural Geography may be acquired as a core option.

STANDARD 1	The students will evaluate how the natural environment affects the way people live.

OBJECTIVES

1. Discuss the components of location, climate, and landform and describe how each of the three affects the way people live.

2. Explain and evaluate the differences between environmental determinism, possibilism, and probablism.

   a. Environmental determinism declares that the physical or natural environment is the most important ingredient in determining man's development and behavior. Climate is regarded as the most important physical element.

   b. Possibilism explains life-style differences among places where the physical environments are similar.

   c. Probablism states that people, not nature, are the most important components of an environment. People select what they want from among the wide range of possibilities contained within most physical environments.

STANDARD 2	The students will evaluate how groups develop beliefs, values, traditions, and skills that can be called cultural.

OBJECTIVES

1. Define culture.
2. Identify beliefs, values, skills, and traditions as an integral part of a group.
3. Identify the cultural contributions that have been made by groups studied.

STANDARD 3	The students will evaluate how the changing needs and values of groups modify social systems.

OBJECTIVES

1. List the changing needs and values of groups that are the result of cultural, political, economic, and environmental changes.
2. Describe and analyze the roles of women in the various groups studied.
3. Determine what causes population to grow and decline.

STANDARD 4	The students will explain how choices made by groups in adapting to their environment are influenced by economic resources and the level of technological development.

OBJECTIVES

1. Locate the most important economic resources of the world.
2. Identify ways in which resources are disseminated throughout the world in countries studied.

3. Describe how the use of technology and resources influence the adaptation of people to their environment.

4. Develop a plan which proposes alternative courses of action for the use and conservation of resources.

5. Describe the major problems confronting the underdeveloped and developed countries.

STANDARD 5	The students will develop selected geographical skills.

OBJECTIVES

1. Identify the major map projections and explain the advantages and disadvantages of each.

2. Be able to make and to read maps.

3. Locate the primary physical features and countries of the world on various maps or globes.

4. Locate the countries in regions studied.

5. List the common cultural characteristics of areas studied.

6. Analyze the political, economic, and social conflicts that have affected the countries studied.

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Ancient World Civilizations	.5*	None

COURSE DESCRIPTION

Students will learn about the contributions of major cultures and societies in the ancient world. The course stresses the diverse economic, political, religious, and social systems. Historical perspective should be provided on major world events and movements. Students should develop a knowledge of and an appreciation for the contributions of many cultures to the collective wisdom of the human race. The course should include attention to those historical differences among people that lead to conflict. The course is basically history and should include the development of tools of historical analysis. (Advanced Placement European History may satisfy this requirement.)

* Districts must require .5 unit of credit for Ancient World Civilizations. An additional .5 unit of credit in Modern World Civilizations may be acquired as a core option.

STANDARD 1	The students will examine how cultures and civilizations of the ancient past have contributed to and are reflected in contemporary societies of the world.

OBJECTIVES

1. List the time periods and/or topical subject headings into which ancient world history is often divided.

   a. Prehistoric
   b. Early
   c. Classical
   d. Middle Ages

2. Identify means by which civilizations transmit their culture from one generation to the next.

3. Relate how past civilizations contributions have contributed to contemporary societies.

4. Analyze current world situations in terms of their historic backgrounds and discuss projections for the future.

5. Analyze the contributions made to society by outstanding historical leaders.

STANDARD 2	The students will demonstrate an understanding of why conflict occurs and how conflict is resolved.

OBJECTIVES

1. Analyze the following causes of conflict: cultural differences, political differences, scarcity of goods and services, and value differences.

2. Evaluate the various ways people resolve conflict.

STANDARD 3	The students will identify the beliefs, knowledge, values, traditions, and technology that represent the cultures of the civilizations studied.

OBJECTIVES

1. Describe how values, traditions, knowledge, and technology are manifested in a culture.

2. Describe the origins and beliefs of the varied world religions including: Confucianism, Christianity, Buddhism, Islam, Hinduism, and Judaism.

3. Exhibit respect for the dignity and worth of all peoples.

4. Explain that social systems change because of the changing needs and values of groups within a society.

STANDARD 4	The students will evaluate choices made by people in adapting to their environment which depend upon economic resources and levels of technology.

OBJECTIVES

1. Describe the characteristics of the traditional, planned, and market economies and compare these models to real world economic systems.

2. Explain how utilization of economic resources is a means of adaptation to the environment.

3. Explain effects of economic cycles on political and historical events.

4. Analyze how the need for increased production and distribution has made the civilizations of the world interdependent.

STANDARD 5	The students will identify systems of governments that vary according to their values, traditions, and beliefs.

OBJECTIVES

1. Compare and contrast various systems of government to include democracy, communism, socialism, dictatorships, dynasties, monarchies, oligarchies, aristocracies and describe the advantages and disadvantages of each.

2. Outline the development, effectiveness, and limitations of co-operative world organizations to include: United Nations, League of Nations, European World Market, etc.

STANDARD 6	The students will demonstrate the ability to think critically and to employ basic study skills.

OBJECTIVES

1. Identify historical bias.

2. Distinguish between facts, inferences, estimates, and value judgements.

3. Use the scientific method in analyzing social science issues:

   a. Defining the problem
   b. Setting up the hypothesis
   c. Listing possible solutions and alternatives
   d. Testing hypothesis and predicting outcome
   e. Forming conclusions

4. Use the case study method in analyzing social and legal issues to include:

   a. Facts.
   b. Issues.
   c. Arguments.
   d. Decisions.

5. Demonstrate the ability to tolerate different points of view.

6. Identify and locate various sources of historical information and evaluate the reliability and relevance of these sources.

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
United States Studies	1.0	None

COURSE DESCRIPTION

This course devotes attention to economic, social, and political developments in United States history; it also develops an understanding of the constitution, the legal system, and appreciation of ethical considerations supported by the American society. Students will identify ways to solve problems, make decisions, and participate as an effective citizen of the United States. (Advanced Placement American History may satisfy this requirement.)

STANDARD 1	The students will evaluate how history in various periods of time and particularly in contemporary society has affected people.

OBJECTIVES

1. Identify important persons, events, and themes in United States history and government from the Age of Discovery to the present including:

   a. Discovery and Colonization.
   b. Revolutionary Period.
   c. Foundations of the Nation.
   d. Sectionalism, Civil War, and Reconstruction.
   e. Industrialization.
   f. Westward Movement.
   g. Nationalism/Imperialism.
   h. World Wars and Conflicts.
   i. Depression and New Deal.
   j. Contemporary Issues.

2. Describe conflicts and accommodations between industry and labor in United States history including the labor union movement.

3. Describe the experiences and contributions of ethnic minorities and immigrant groups.

4. Analyze America's interrelationships with other nations from its birth to the present.

5. Recognize the growth and evolution of the legal system as integral to major events in United States history.

STANDARD 2	The students will demonstrate an understanding of the structure and process of democratic governance and the qualities of responsible citizenship.

OBJECTIVES

1. Outline the structure and functions of the federal, state, and local governments and recognize their bases in the United States Constitution.

2. Participate in government and law related activities, e.g., class and school elections, mock elections, mock legislatures, mock trials, court tours, and direct onsite experiences with government leaders.

3. Describe the processes through which government officials are elected, appointed, or removed from public office.

4. Identify the primary characteristics of the United States civil, criminal, and juvenile justice systems, and the role law played in the development of United States history, i.e., court decisions, amendments, and social policy.

5. Describe citizens' rights and responsibilities under the law.

6. Demonstrate respect for the moral and legal rights and basic freedoms of all people.

7. Describe how to participate in government at all levels (i.e., voting, knowing state and federal representatives, locating sources to voice opinions or concerns).

STANDARD 3	The students will evaluate why varying economic pressures have been determining factors in the utilization of American resources in the free enterprise system.

OBJECTIVES

1. Review, analyze, and evaluate various personal and social decisions by applying the appropriate basic economic concepts which shall include the following:

   Scarcity
   What, how, and for whom to produce
   Opportunity costs

Circular flow
Supply and demand and changes in supply and demand
Market price
Shortages and surpluses
Profit and loss

2. Compare the effects of monopolistic and competitive firms in an economic system.

3. Define money and explain its functions.

4. Explain the process by which banks create money.

STANDARD 4	The students will evaluate how the United States has adjusted to meet changing needs and conditions.

OBJECTIVES

1. Describe how several major economic panics or depressions led to changes in the lives of Americans.

2. Discuss how industrialization and organization have affected life-styles in the United States.

3. Analyze changes in political loyalty and leadership and how they have affected the lives of United States citizens.

4. Evaluate the contributions of women, children, the aged, and other special interest groups in United States history.

STANDARD 5	The students will evaluate how the development of the United States has been influenced by adaptation to its geographic location and use of its natural resources.

OBJECTIVES

1. Compare various maps to identify which type is most appropriate to show the geographic setting of historical and current events.

2. Identify and locate on a map or globe the major physical features of the United States.

3. Evaluate the importance of natural resources to the nation.

4. Describe the impact of topography and environment on the evolution of the nation's economic and political systems.

5. Discuss recent environmental problems created by ecological imbalance.

STANDARD 6	The students will demonstrate the ability to think critically and to employ basic study skills.

OBJECTIVES

1. Identify historical bias.

2. Distinguish between facts, inferences, estimates, and value judgments.

3. Use the scientific method in analyzing social issues by:

   a. Defining the problem.
   b. Setting up the hypothesis.
   c. Listing possible solutions and alternatives.
   d. Testing hypothesis and predicting outcome.
   e. Forming conclusions.

4. Use the case study method in analyzing historic, social, and legal issues to include:

   a. Facts.
   b. Issues.
   c. Arguments.
   d. Decisions.

5. Demonstrate the ability to tolerate differing points of view.

6. Demonstrate the ability to participate in a variety of group roles and situations.

7. Write an abstract of participatory experiences in democratic governance.

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
American Government/Law (Core Option)	.5*	None

COURSE DESCRIPTION

This course introduces students to a study of ideas and philosophies of American government and law; a study of the Constitution, an understanding of the American political and legal system, and the responsibilities of citizenship. The course will provide application of knowledge and attitudes in the areas of responsibility, law and justice, rights, governmental functions and process, and civic participation. Emphasis will be given to ways the student can become an active, concerned, and knowledgeable citizen.

*This course is a core option and may be offered for .5 or 1.0 unit of credit.

STANDARD 1	The students will be knowledgeable about their rights and responsibilities as citizens.

OBJECTIVES

1. Explain that as American citizens, individuals have a right to participate in the processes by which they will be governed.
2. Identify basic responsibilities of good citizenship in our society and explain their relationships to the citizen in the political and legal processes.
3. Identify the protected rights of the first Ten Amendments and explain the exceptions to those guarantees.
4. Differentiate between the terms "democracy" and "republic" and explain values basic to both concepts such as liberty, justice, equality, consent of the governed.
5. Explain the meaning of due process.
6. Explain that ours is a participating government and that society's stability depends largely on voluntary compliance with the law.
7. Describe the American concept of civil rights.

STANDARD 2	The students will describe the role and function of the three branches of government in American Society at the local, state, and federal level.

OBJECTIVES

1. Describe the structure and major functions performed by the federal, state, and local governments.
2. Outline the processes of making, enforcing, and interpreting law in the United States.
3. Explain how state and federal laws are passed.
4. Explain how values, beliefs, and traditions influence a nation's political system and governmental process.

STANDARD 3	The students will understand the history table of the American legal system, the United States Constitution, and the Bill of Rights.

OBJECTIVES

1. Outline the rights and freedoms guaranteed to American citizens in the United States Constitution and the Bill of Rights.
2. Understand how laws change, evolve, and reflect community mores.
3. Identify the benefits that a citizen receives from a system of law.
4. Understand the relationship as found in a daily newspaper of state, national, and world events to the evolution of law in the United States.
5. Identify ten landmark Supreme Court cases and explain their historic, social, and economic impact.

STANDARD 5	The students will understand the legal advocacy system in the United States.

OBJECTIVES

1. Explain several legal means of resolving conflict.

2. Explain the functions of the judicial system.

3. Understand basic court procedure in regard to lawyers, jurors, witnesses, and judges. Be able to implement the roles in a mock trial procedure.

4. Describe differences in philosophy and procedure of the juvenile and adult court systems.

5. Differentiate between civil and criminal law.

STANDARD 6	The students will demonstrate the ability to think critically and to employ basic study skills.

OBJECTIVES

1. Identify historical bias.

2. Distinguish between facts, inferences, estimates, and value judgments.

3. Utilize the scientific method in analyzing social issues by:

   a. Defining the problem.
   b. Setting up the hypothesis.
   c. Listing possible solutions and alternatives.
   d. Testing hypothesis and predicting outcome.
   e. Forming conclusions.

4. Utilize the case study method in analyzing historic, social, and legal issues to include:

   a. Facts.
   b. Issues.
   c. Arguments.
   d. Decisions.

5. Demonstrate the ability to tolerate differing points of view.

6. Demonstrate the ability to participate in a variety of group roles and situations.

7. Write an abstract of participatory experiences in democratic governance.

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Economics (Core Option)	.5*	None

COURSE DESCRIPTION

The course focuses on a study of economic problems and the methods by which societies solve them; characteristics of the market economy of the United States and its function in the world; methods of applying economics to one's personal life.

*This course is a core option which may be offered for either .5 or 1.0 unit of credit.

STANDARD 1	The students will apply basic economic principles in solving economic problems.

OBJECTIVES

1. Evaluate the various methods used in answering economic questions.
2. Discuss the importance of values and goals in making economic decisions.
3. Describe the nature and cause of business cycles.
4. Explain why the gross national product is considered a good gauge of the national economic health.
5. Differentiate between macroeconomics and microeconomics.
6. Evaluate the advantages and disadvantages of the basic forms of business ownership (proprietorship, partnership, and corporation).
7. Outline ideas for alleviating the problems of unemployment, inflation, deficit spending, and recession.
8. Analyze the trade-offs between economic growth, security, and freedom.

STANDARD 2	The students will evaluate the operations of the market economy of the United States.

OBJECTIVES

1. Describe the primary factors of production (land, labor, and capital).
2. Explain how free enterprise answers the basic economic questions: What goods and services are to be produced? How shall they be produced? For whom shall they be produced?.
3. Tell what capitalism is and describe the three basic foundations upon which it rests (private property, private enterprise, and freedom of choice).
4. Explain how the four major groups in a capitalist economy are interdependent (entrepreneur, managers, workers, and consumers).
5. Describe the four types of markets found in the United States (pure monopoly, oligopoly, monopolistic competition, and pure competition).
6. Explain the operation of supply and demand in the market economy of the United States.

STANDARD 3	The students will explain the role currently being played by government in economic activities.

OBJECTIVES

1. Evaluate how monetary policy and money supply may effect our economy.
2. Explain the use of fiscal policy and how it may effect our economy.
3. Describe the most common types of taxes levied by the government.
4. Analyze the burden of carrying the federal debt.
5. Discuss what needs to be done in the future to achieve economic stabilization.
6. Explain the reasons for the historic change in the government's role in regulating the economy.

STANDARD 4	The students will analyze the international dimensions of economics.

OBJECTIVES

1. Identify three major reasons for world trade (resource, economic, and political reasons).
2. Explain the principles of absolute and comparative advantage.
3. Discuss the concept of balance of trade.
4. Explain the role the United States has played in world trade.
5. Compare and contrast the traditional market and command economies.

STANDARD 5	The students will apply what they have learned about economics to their personal lives as producers and consumers.

OBJECTIVES

1. Read and identify different points of view concerning economic theory and/or decisions.
2. Use analogies in speech and writing in determining solutions to economic problems.
3. Listen to and evaluate various sources of information in forming an opinion or course of action in solving an economic problem.
4. Modify opinions and solutions based on additional information.

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Modern World Civilizations (Core Option)	.5*	None

COURSE DESCRIPTION

The course addresses the time frame from the Reformation to the present. The history of people not usually studied will also be examined, e.g., the Middle Easteners, the Africans, the Eastern Europeans, the Russians, and the Latin Americans. The course should include attention to those historical differences among people that lead to conflict. The course is basically history and should include the development of tools of historical analysis. (Advanced Placement European History may satisfy this requirement.)

* This course is a core option for .5 unit of credit.

STANDARD 1	The students will examine how cultures and civilizations of the past have contributed to and are reflected in contemporary societies of the world.

OBJECTIVES

1. Describe how the following make modern civilizations different from civilizations of early times.

   a. Scientific knowledge
   b. Economic interdependence
   c. Humane feeling and democratic ideas
   d. Nationalism
   e. Internationalism

2. Outline the time periods and/or topical subject headings into which modern world history is often divided.

   a. Renaissance
   b. Reformation
   c. Revolution
   d. Colonialism
   e. Nationalism
   f. Industrialism
   g. Imperialism
   h. World conflict
   i. Contemporary

3. Identify means by which civilizations transmit their culture from one generation to the next.

4. Relate how past civilizations' political, technological, and cultural contributions have contributed to contemporary societies.

5. Analyze current world situations in terms of their historic backgrounds and discuss projections for the future.

6. Evaluate the contributions made to society by outstanding world leaders.

STANDARD 2	The students will demonstrate an understanding of why conflict occurs and how conflict is resolved.

OBJECTIVES

1. Analyze the following causes of conflict: cultural differences, political differences, scarcity of goods and services, and value differences.

2. Evaluate the various ways people resolve conflict.

STANDARD 3	The students will identify the beliefs, knowledge, values, traditions, and skills that represent the cultures of the civilizations studied.

OBJECTIVES

1. Describe how values, traditions, knowledge, and skills are manifested in a culture.

2. Describe the origins and beliefs of the varied world religions including: Confucianism, Christianity, Buddhism, Islam, Hinduism, and Judaism.

3. Exhibit respect for the dignity and worth of all peoples.

4. Explain that social systems change because of the changing needs and values of groups within a society.

STANDARD 4	The students will evaluate choices made by people in adapting to their environment which depend upon economic resources and levels of technology.

OBJECTIVES

1. Describe the characteristics of the traditional, planned, and market economies and compare these models to real world economic systems.

2. Explain how utilization of economic resources is a means of adaptation to the environment.

3. Explain effects of economic cycles on modern political and historical events.

4. Analyze how the need for increased production and distribution has made the civilizations of the world interdependent.

STANDARD 5	The students will identify systems of government that vary according to their values, traditions, and beliefs.

OBJECTIVES

1. Compare and contrast various systems of government to include democracy, communism, socialism, dictatorships, dynasties, monarchies, oligarchies, aristocracies and describe the advantages and disadvantages of each.

2. Outline the development, effectiveness, and limitations of cooperative world organizations to include: United Nations, League of Nations, European World Market, etc.

STANDARD 6	The students will demonstrate the ability to think critically and to employ basic study skills.

OBJECTIVES

1. Identify examples of historical bias.

2. Distinguish between facts, inferences, estimates, and value judgements.

3. Use the scientific method in analyzing social science issues:

   a. Defining the problem.
   b. Setting up the hypothesis.

c. Listing possible solutions and alternatives.
d. Testing hypothesis and predicting outcome.
e. Forming conclusions.

4. Use the case study method in analyzing social and legal issues to include:

a. Facts.
b. Issues.
c. Arguments.
d. Decision.

5. Demonstrate the ability to tolerate different points of view.

6. Identify and locate various sources of historical information and evaluate the reliability and relevance of these sources.

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Psychology (Core Option)	.5*	None

COURSE DESCRIPTION

This course introduces the student to the story of the behavior of individuals. It emphasizes the manner in which the individual can apply various psychological theories and concepts to better understand one's self, one's motives, and one's relationships with other people.

*This course is a core option and may be offered for either .5 or 1.0 unit credit.

STANDARD 1	The students will master the major concepts and theories in psychology.

OBJECTIVES

1. Define psychology, and relate it to the other social sciences.
2. Identify the major psychological theories and theorists (i.e., Freud, psychoanalysis, behaviorism, humanism--Adler, Skinner).
3. Compare the following theories and personalities: psychoanalytic, social learning, humanistic.
4. Identify psychological principles of heredity.
5. Describe psychological principles influenced by the environment.
6. Apply key terms of psychology (e.g., positive reinforcement, super ego, psychoanalysis, instinct, preception, therapy) to major theories and theorists.
7. Describe patterns of behavioral and emotional development.

STANDARD 2	The students will demonstrate an understanding of various methods and instruments used to measure personality and intelligence.

OBJECTIVES

1. Define what intelligence is and the formula for determining it.

2. Describe the major tests of intelligence and list what they measure.

3. Describe the major instruments used to measure personality.

4. Conduct simple psychological experiments.

5. Discuss characteristics of mental retardation and superior intelligence.

STANDARD 3	The students will examine the problems and corrective programs dealing with abnormal psychological issues.

OBJECTIVES

1. Itemize various neuroses, psychoses, and personality disorders.

2. Assess the use and effectiveness of various methods of therapy.

3. Discuss the causes, problems, and treatment of alcoholism and drug addiction.

4. Discuss the major psychological problems associated with such problems as: aging, death and dying, physical handicaps, etc.

STANDARD 4	The students will demonstrate an understanding of how the principles of learning contribute to personality development.

OBJECTIVES

1. Discuss various definitions of learning.

2. Discuss various types of learning conditioning (operant, classical, reward, and punishment, etc.).

3. Analyze how prejudice develops and how it can be reduced.

4. Discuss the influence of biology and behavior on learning.

STANDARD 5	The students will demonstrate the ability to think critically and to employ basic study and social skills to psychology.

OBJECTIVES

1. Read and identify different points of view concerning psychological theory and/or decisions.

2. Listen to and evaluate various sources of information in forming an opinion or course of action in solving a psychological problem.

3. Analyze biases which relate to psychological issues in society.

4. Use the scientific method in analyzing social issues by:

   a. Defining the problem.
   b. Setting up the hypothesis.
   c. Listing possible solutions and alternatives.
   d. Testing hypothesis and predicting outcome.
   e. Forming conclusions.

5. Demonstrate the ability to participate in a variety of group roles and situations.

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Sociology (Core Option)	.5*	None

COURSE DESCRIPTION

This course introduces the student to the principles of sociology. Students will study society, one's role in it, issues and problems, social change, and social movements. A study of basic institutions including the family, community, political, and social organizations.

*This course is a core option which can be offered for either .5 or 1.0 unit of credit.

STANDARD 1	The students will understand how society is structured and how it functions.

OBJECTIVES

1. Define sociology and describe the kinds of problems sociologist attempt to analyze.
2. Students will explain sociological terms including: sanctions, roles, socialization, stratification, culture, role conflict, ethnocentrism, collective behavior, and social class.
3. Distinguish between ascribed and achieved status.
4. Identify cultural norms and mores.
5. Explain why culture is a main ingredient of societies.

STANDARD 2	The students will examine how their lives are influenced by social institutions.

OBJECTIVES

1. Identify the five major social institutions of society.
2. Explain why the family has such an in important influence in their lives.
3. Analyze the impact of political institutions on our society.

4. Give examples of primary and secondary groups in our society.
5. Explain the role that religious institutions play in our society.
6. Evaluate how social change has affected science and technology.
7. Identify how social movements are affected by social change.

STANDARD 3	The students will understand societal issues and problems and develop possible solutions.

OBJECTIVES

1. Identify various social problems which existed in various periods of American history and compare them to those of contemporary America.
2. Compare the social problem of poverty in the United States with other countries in the world and develop possible solutions.
3. Discuss the common problems and issues of aging and describe possible ways of providing for the aged.
4. Describe three approaches for reducing crime.
5. Formulate an hypothesis which explains why divorce has become more common in the last 20 years.
6. Analyze the problem of prejudice and suggest ways of decreasing it in the United States.
7. Identify methods of helping those who abuse alcohol and drugs and help develop individual responsibility in preventing self-abuse of alcohol and drugs.
8. Describe the social problem that minorities and women face in contemporary America.

STANDARD 4	The students will use a variety of research and experimental models in addressing sociological topics.

OBJECTIVES

1. Conduct a sociological survey.
2. Use the scientific method to conduct a sociological experiment.
3. Explain the purpose of the participant observation research model.
4. Explain the use of sociograms and sociometry as research methodologies.

STANDARD 5	The students will demonstrate the ability to think critically and to employ basic study and social skills to sociology.

OBJECTIVES

1. Analyze biases which relate to sociological issues in society.
2. Distinguish between facts, inferences, estimates, and value judgments.
3. Demonstrate the ability to tolerate different points of view.
4. Demonstrate the ability to participate in a variety of group situations and activities.

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
World Cultural Geography, Part II (Core Option)	.5*	World Curltural Geography, Part I

COURSE DESCRIPTION

This course focuses on a study of the interrelationships between our physical and cultural worlds. The course will explore how geography influences human behavior from the local to the international level. Cultural, economic, and political geography will be emphasized. Representative groups from various parts of the world will be examined. Selected geographical skills will be taught.

* This course is a core option and may be offered for .5 unit of credit.

STANDARD 1	The students will evaluate how the natural environment affects the way people live.

OBJECTIVES

1. Explain how the physical environments influences the level of development various cultures.
2. Explain how groups modify or control the effect of the physical environment on them.

STANDARD 2	The students will evaluate how groups develop beliefs, values, traditions, and skills that can be called cultural.

OBJECTIVES

1. Identify the cultural contributions that have been made by geographic regions and groups studied.
2. Discuss how historical geography is important to contemporary groups.
3. Compare how various cultures develop their beliefs, values, traditions, and skills.

4. Evaluate the differences between independent invention and cultural diffusion.

STANDARD 3	The students will evaluate how the changing needs and values of groups modify social systems.

OBJECTIVES

1. Describe and analyze the roles of women in the various groups studied.
2. Demonstrate an understanding of ethnocentrism and give examples for each major group studied.
3. Discuss causation factors that might bring about unification of diverse groups.

STANDARD 4	The students will understand how increased production and specialization have made the people of the world more interdependent.

OBJECTIVES

1. Explain how comparative advantage for more trade effects world trade.
2. Identify an example of the economic interdependence of people of the world.
3. Propose alternative courses of action for the use and conservation of resources in various world settings.

STANDARD 5	The students will describe how the geography of various countries influence political decisions.

OBJECTIVES

1. Identify how topography, climate, and location influence how countries are governed.

2. Describe specific problems that third world countries in governing themselves in contrast to major or world powers.

STANDARD 6	The students will develop selected geographical skills.

OBJECTIVES

1. Locate the countries in regions studied.
2. List the common cultural characteristics of areas studied.
3. Analyze the political, economic, and social conflicts that have affected the countries studied.